**Civil Rights Movement Lesson Plan**

**Teacher Candidate Yetunde Howell Grade Level 1 Date of lesson 12/2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDea Standards: E1b.4: Demonstrate comprehension of book read.

SS3b: Compare how people of long ago and people of today meet similar needs.

SS3c: Distinguish among past, present, and future.

SS5d: Recognize the value of community and the need to belong

SS9e: Interpret information from pictures, graphics, and media.

VA3d: The student recognizes purpose and uses themes, styles, and subject matter in artwork.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

We have been discussing various aspects of the Civil Rights Movement and read several books introducing life before, during, and after the Civil Rights Movement.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

1. Review the term *civil rights*.
2. Demonstrate basic knowledge of the context of the African American civil rights movement.
3. Demonstrate knowledge of the people’s response to the African American civil rights movement.
4. Understand the meaning of discrimination, segregation, sit-in, Freedom Riders, and Civil Rights Movement and demonstrate this understanding by creating a skit, poem, or song to be presented to their peers.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.



To demonstrate mastery, the students complete individual KWL charts. They will also be participating in group as well as whole-class discussions.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

1. (Books) Freedom Summer by Deborah Wiles / Freedom Walkers by Russel Freedman / Remember: The Journey to School Integration by Toni Morrison / White Socks Only by Evelyn Coleman / If You Lived at the Time of Martin Luther King by Ellen Levine / Black Eagles: African Americans in Aviation by Jim Haskins

2. Previously constructed KWL papers

3. Large photos of Dr. Martin Luther King, Jr., Rosa Parks, Ruby Bridges, and several photos from the Civil Rights Movement

4. Poetry from Civil Rights Movement

5. **Brain Pop Jr. website** (http:/www.brainpopjr.com/socialstudies/biographies/martinlutherkingjr/) /

**African American Odyssey**

<http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9.html#09a>

**Timeline – Civil Rights Movement**

http://www.useekufind.com/peace/timeline.htm

6. Word Wall

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

We will discuss the rights students have in the classroom, in the school, in the family and how they achieved those rights. How do they keep or lose the rights or privileges they have in their life and how does it make them feel when they lose some of their rights and privileges. Within their assigned groups, they will research several provided websites and create a list of some of the civil rights people in the United States have and discuss whether all people have always had them. What does it mean to have or not have the right to be able to go to school?

As a class, we will discuss how schools were when they were segregated and that some schools had more than others. Many students were not treated fairly, and had to overcome many obstacle to get an education.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Two books that we will read are White Socks Only by Evelyn Coleman and Freedom Summer by Deborah, and Remember: The Journey to School Integration by Toni Morrison, a fictional account of the children who lived during the era of segregated schools. Read one or both of the books (or sections) to the class. We will discuss the feeling the students have as they listen to the books being read.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

I will teach the students what an acrostic poem is (taking the first letter of a name or word and making it into a poem) and then show them how to create and present an acrostic poem for words such as same, different, and/or compromise.

**S**ome people  
**A**lways  
**M**ake sure  
**E**veryone get to play!

As students read the book Black Eagles: African Americans in Aviation by Jim Haskins, they will come up with words to go along with a character, the plot, and/or a concept of the book for their poem/song/actor’s theatre. They could also illustrate the poem as well.

Example: Taken from the book Black Eagles: African Americans in Aviation by Jim Haskins. Bessie Colman was the first back American women pilot received her license on June 15, 1921.

**B**elieved she could fly  
**E**verywhere in the   
**S**kies.  
**S**urrounding the   
**I**slands and the  
**E**quator of the earth and   
**C**overing  
**O**ld and new  
**L**ands. An  
**E**agle flying  
**M**iles   
**A**bove   
**N**ature.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Shawn | **1. Low level reading**  **2. Evaluated** | **Shawn will be able to use pictures or online sources for assistance. Shawn can work with a partner.** |